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ABSTRACT

An institution of higher education requires an evaluation scheme that measures program and service quality and value and justly recognizes and evaluates faculty efforts. The department chairperson assumes a leadership role in planning and implementing an academic promotion and faculty recognition system and in evaluating the success of the department and faculty in attaining their corporate and individual objectives. Faculty members make major contributions in determining the purpose, goals, and direction that the department will take in teaching, research, and service. They then assume the responsibility of participating in and actively supporting departmental efforts in these areas. Individually, faculty members plan their activities to meet departmental needs and attain their individual career and professional goals. The academic promotion and professional recognition process suggests a performance-based approach tailored to accomplish the department's mission and its faculty members' needs. The following instruments are among the components used to implement the academic promotion and faculty recognition process: (1) a comprehensive departmental personnel plan; (2) an annual professional development plan for individual faculty members; (3) a form for making semester/quarter faculty assignments; and (4) summary instruments for the final completion and reporting of faculty performance for purposes of evaluation, promotion, and professional recognition (these include a summary of professional activities, a curriculum vitae, and a promotion dossier). (YLB)

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Systematizing the Process of Academic Promotion and Faculty Recognition

by

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A paper presented at the Annual Meeting
of the American Vocational Association, Guidance Division
New Orleans, December 1, 1984

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> People are more effectively motivated when they are given some degree of freedom in the way in which they do their work than when every action is prescribed in advance. They do better when some degree of decision-making about their jobs is possible than when all decisions are made for them. They respond more adequately when they are treated as people than as cogs in a machine. In short, if the ego motivations of self-determination, of self-expression, of sense of personal worth can be tapped, the individual can be more effectively energized. The use of external sanctions, of pressuring for production may work to some degree, but not to the extent that the more internalized motives do. When individuals come to identify themselves with their jobs and with the work of their group, human resources are much more fully utilized.[6]

All organizations exist for the purpose of assisting some segment or the whole of society to meet one or more of its basic or contrived needs. To attain this end, planning, organization and the availability and management of resources are fundamental to the successful conduct of the undertaking. If the enterprise is to grow and prosper, early in its existence those involved must define the organization's purpose and mission; establish goals which are challenging but realistic; align human and capital resources to achieve perceived ends; and lastly, put a system of evaluation in place to measure effectiveness of operation. Even with these activities complete, success is still elusive and tenuous. Without them, failure or marginal success become very real possibilities.

The most significant aspect of organizational management is found in the direction and influencing of people in the day-to-day operation of the enterprise. Personnel management, i.e., the art and science of dealing with employees, is predicated on the development of a set of management values that regard people as essential to the success of the organization. The concept also implies a conscious utilization of values in making decisions affecting the employees of the organization and a recognition of the importance of the employees' talents and contributions to the enterprise effort.

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Educational Enterprise

Whereas, this discussion might have led the reader to believe that (s)he has purchased a book on organizational management, the author finds that many of the same general concepts employed in the conduct of a business enterprise also hold true for the administration of institutions of higher education. Like the business enterprise, the educational enterprise requires planning and organization to grow and prosper. In light of the needs of the clientele it serves, the educational institution must define its purpose, mission and goals. The institution also must align capital and human resources to deliver its programs and services. And, like its business counterpart, the educational institution must put an evaluation scheme in place that insures not only a measure of the quality and value of the programs and services being delivered, but a system which justly recognizes and evaluates the efforts of the people who deliver them.

Institutional Planning

In institutions of higher education, the policies that affect and determine salary increment, merit pay, tenure, promotion and officially recognized institutional service have their origins in the central administration of the institution. The policies formulated at the central administration level are usually comprehensive in scope and address, in general terms, excellence in teaching, research and scholarly activity, and service.

Once formulated by central administration, the established policies and procedures are then forwarded to the various colleges of the institution for adoption. Before accepting them, however, the dean or other designated administrator and members of a faculty committee review the policy statements and refine them, if necessary, to better define excellence as it relates to

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faculty performance within the college.

The colleges then distribute the guidelines to their respective departments for review and adoption. At the department level, the chairperson and faculty members may elect to accept the guidelines as departmental policy or again refine the criteria to an even more definitive standard of acceptable teaching, research and service activity. Whereas the more general criteria statements have their appeal, i.e., flexibility of interpretation, this same quality can also prove to be a liability. Generally stated criteria, by their very nature, are subjective and leave neither the chairperson nor faculty members with an objective way of defining acceptable faculty performance. When this latter situation exists, the evaluation process becomes increasingly more vulnerable to the types of criteria that turn to personalities and politics as their basis for evaluation.

Because the department chairperson and individual faculty members assume key roles in the academic promotion and professional recognition process, a discussion of the responsibilities and contributions of each to its successful outcome is needed.

Roles and Responsibilities

The chairperson and individual faculty members together contribute to a successful academic promotion and faculty recognition system. The chairperson assumes a leadership role in planning and implementing the promotion and recognition system in the department, and in evaluating the success of the department and faculty in attaining their corporate and individual objectives. In those situations where no formal plan exists to reward teaching, research and service, the chairperson and faculty collectively begin the process of developing such a plan. If a promotion-recognition system is already in place,

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but discussions with the faculty reveal only partial satisfaction with it, steps are taken to identify the areas of concern and rectify them. Once a consensus is reached that a new or modified promotion-recognition system would better assist the department and faculty in planning, organizing and evaluating their activities, the chairperson is then responsible to initiate the study and adoption of an acceptable approach and incorporate it into the department's plan of operation.

Faculty members play a dual role in the process of academic promotion and professional recognition. As members of the corporate department, they make major contributions in determining the purpose, goals and direction that the department will take in the areas of teaching, research and service. Once these activities are defined, the faculty members then assume the responsibility of participating in and actively supporting departmental efforts in each of the three areas.

Faculty members also have individual responsibilities in implementing the promotion/recognition process. With the assistance of the chairperson and within the scope of the departmental plan developed by the faculty as a whole, individual faculty members must plan their activities both to meet the corporate needs of the department and, at the same time, insure the attainment of their individual career and professional goals. When selecting the activities, care must be taken to define an acceptable balance of teaching, research and service for each faculty member in the department. This practice guarantees total departmental effort in each of the three areas of activity and establishes a sound basis of evaluation of the faculty members. Evaluation of the teaching, research and service efforts of the faculty member serves the more immediate purpose of justifying salary increment and merit pay and meets

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the longer term goal for awarding tenure, granting promotion and otherwise, recognizing professional accomplishment.

The Process

The academic promotion and professional recognition process suggests a performance-based approach tailored to meet the professional growth and development needs of the faculty members and, at the same time, to insure progress of the parent department. The approach assists the faculty in attaining their career and professional goals by offering them a systematic way of planning and organizing their activities and preparing the activities for evaluation. The process also insures that the department will have the needed personnel to attain its organizational goals and continue providing service to its clientele. When in place, the academic promotion and faculty recognition process guarantees departmental effectiveness through the support, contribution and continued professional growth of its faculty.

Goals

The goals of the academic promotion and faculty recognition process are to:

- Assist faculty members to attain their professional and career goals;
- Assist the department to meet its organizational needs and continue providing service to the individuals and groups who want its leadership and professional service;
- Articulate the activities of salary increase, merit pay, tenure, promotion and faculty recognition;
- Provide a fair and equitable means of evaluating the activities and contributions of individual faculty members; and
- Suggest a system of recordkeeping and reporting of professional activities.

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As with any proposal that suggests change, the academic promotion and faculty recognition process discussed herein may have to be tailored somewhat to accomplish the mission of the deparment and to meet the needs of its faculty members. Even so, the plan, as outlined, should not require drastic changes in direction for the majority of departments that adopt it. The approach uses the widely accepted academic trilogy of teaching, research and service as the basis for planning, implementing, and evaluating faculty contribution. Also, an additional section is included to assist those departments that encourage continuing participation of the faculty in their professional areas, e.g., law professors encouraged to continue practicing law; nurse educators encouraged to continue their clinical involvement; etc., in recognizing the "professional practice" contribution.

The intent of this approach is to make the academic promotion and faculty recognition process more businesslike; to articulate the steps of the process into an understandable and systematic whole; and to encourage the recognition of teaching competence, scholarly effort and service contribution as the only acceptable criteria for recognizing and rewarding academic performance. For departments that already have an objective and fair promotion and recognition system in place, the approach suggests ways in which their present practice might be improved. For departments that need to strengthen their promotion and recognition system, the process discussed here offers many practical suggestions for making the needed improvements.

Components

The following section discusses the instruments used by the chairperson and faculty members to implement the academic promotion and faculty recognition

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process. The process begins with the formulation and writing of a comprehensive department personnel plan followed by the development of an annual professional development plan for individual faculty members; a form for making semester/quarter faculty assignments, and summary instruments for the final completion and reporting of faculty performance for purposes of evaluation, promotion and professional recognition.

Department Personnel Development Plan: The Department Personnel Development Plan is a document written by the faculty and chairperson which specifies the corporate purpose, goals and mission of the department in the areas of teaching, research and service. The plan guides the department in identifying the needs of the clientele served by the department and in formulating departmental goals to meet those needs.

Annual Professional Development Plan: The Annual Professional Development Plan is an agreement between individual faculty members and the chairperson (as the department's representative) that lists the goals and activities that the faculty member will undertake during a given academic or calendar year. The plan is tailored to complement the teaching, research and service interests and abilities of the faculty member. Also, the plan is the means by which the faculty member establishes a basis for academic promotion and professional recognition and, at the same time, supports the mission of the department.

Semester/Quarter Assignment: The Semester/Quarter Assignment Form is the form used to implement the Annual Professional Development Plans of individual faculty members. It includes the teaching, research and service assignments plus a "Professional Practice" assignment, if appropriate.

Summary of Professional Activities: The Summary of Professional Activities summarizes the teaching, research, service and professional practice

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(optional) activities completed by the faculty member during the academic or calendar year. When used in conjunction with the Annual Professional Development Plan, what the faculty member said s(he) would do and what actually was completed is readily apparent.

Curriculum Vitae: The curriculum vitae is a complete record of a faculty member's teaching, research and service activity. It reflects all of the work accomplished by the faculty member as pertains to his/her professional life.

Promotion Dossier: The promotion dossier is a complete record of a faculty member's teaching, research and service activity subsequent to his/her initial employment in the department or last promotion. It documents the individual's academic achievements for the awarding of tenure and promotion.

Progression

I. DEPARTMENT PERSONNEL DEVELOPMENT PLAN

A. Departmental Purpose and Goals

Purpose: The purpose of the Department of Nursing, as taken from its operating paper, is to assist the citizens of the State of Illinois and adjacent states and regions to achieve and maintain an optimal state of physical and mental health.

Departmental Goals: The goals of the Department, also adopted from the operating paper, reflect the faculty's interest in and concern for collective and individual involvement in the areas of teaching, research and service. The goals are to:

> Prepare undergraduate and graduate students for nursing positions in public and private health-care delivery agencies, and for nursing instructor positions in school and hospital-based nurse training programs;
>
> Contribute to the growing body of knowledge as it applies to nursing theory and practice through research, writing and publication; and lastly,

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Provide service, as it pertains to nursing education, to individuals; the college and university; the nursing profession; and local, state, national and international public and private organizations.

B. Departmental Mission: The mission of the Department of Nursing, as it pertains to teaching and instructional support, is to continue serving the students and profession, as a whole, by providing the following: teaching and instruction necessary to the preparation of qualified nurses; recruitment of new students to the department; academic advisement and career counseling to new and continuing students; job placement and follow-up; and needed advanced education and technical training.

Teaching and Instruction

Established Needs:

1. On-going source of qualified nurses.
2. Upgrading of in-service nurses.

Departmental Goal #1:

To continue delivery of and upgrade on-campus and off-campus degree granting programs.

II. ANNUAL PROFESSIONAL DEVELOPMENT PLAN

Teaching and Instruction

Departmental Goal #1

To continue delivery of and upgrade on-campus and off-campus degree granting programs.

Objective #1 - Continue delivery of NE 460 - Pre-Natal Care, NE 461 - Post-Partum Care and NE 462 - Embryology.

Completion Date: The semester the course assignments are made. NE 461--Two week concentrated delivery, Summer, 1986.

Resources - Financial support for development of new materials and updating of existing ones.

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III. SEMESTER/QUARTERLY ASSIGNMENT

In conjunction with your 1985 Annual Professional Development Plan, your assignment for the Spring Semester, 1984 is as follows:

I. TEACHING AND RELATED ACTIVITIES

A.	NE 460 - Pre-Natal Care	20%
B.	NE 462 - Embryology	20%
C.	Recruitment - Technical Nursing Program	20%
	sub-total	60%

IV. SUMMARY OF PROFESSIONAL ACTIVITIES

Teaching and Instruction

Objective #1 - Continue delivery of NE 460 - Pre-Natal Care, NE 461 - Post-Partum Care and NE 462 - Embryology.

a. Courses Taught

1. NE 461 - Post-Partum Care (Spring, 1985)
2. NE 460 - Pre-Natal Care (Spring, Fall, 1985)
3. NE 584 - Advanced Techniques in Medical-Surgical Nursing (Fall, 1985) - New course

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